



## **Week 1 Assignment: Analyzing Campus Need and Personal Vision**

### **Overview**

In this course, you will conduct a data-driven comprehensive needs assessment, and use the information from your data analysis to develop an action plan for the purpose of improving student achievement. School administrators and site-based decision-making teams use the skills required in data-based decision making to improve student achievement, which culminates in improved school performance ratings.

In this week's assignment, you will complete the first step in conducting a comprehensive needs assessment when you navigate the Texas Education Agency (TEA) Web site and locate and analyze Adequate Yearly Progress (AYP) data for a campus, preferably your own. You will use the campus you select for all parts of the assignment. You will also develop a statement of your personal vision of leadership.

**Rubric**

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Week 1 Assignment: Analyzing Campus Need and Personal Vision</b>				
<b>Part 1: Analyzing Campus Need</b> (ELCC 1.2 k-i, ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)	Successfully locates, summarizes, and elaborates Adequate Yearly Progress (AYP) findings from AYP Guide. Successfully compares standards to actual campus performance for each AYP applicable indicator. Evaluates each subgroup's performance (strengths and weaknesses) by indicator. Composes three one-paragraph comparisons for each performance area.  <b>(10 points)</b>	Locates and lists campus areas of strength and weakness in AYP findings. Little elaboration in the summaries.  <b>(8 points)</b>	Summarizes indicator information from AYP Guide minimally. Lists areas of strength and weakness in AYP findings. No elaboration, no summarization.  <b>(7 points)</b>	Does not use applicable AYP indicators to compare standards to actual campus performance.  <b>(6-0 points)</b>
<b>Part 2: Analyzing Personal Vision</b> (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)	Answers all questions and cites information from Web sites; elaborates.  <b>(10 points)</b>	Answers all questions citing information from Web sites with minimal elaboration.  <b>(8 points)</b>	Answers three questions citing information from Web sites. No elaboration.  <b>(7 points)</b>	Does not submit assignment.  <b>(0 points)</b>
<b>Part 3: Personal Vision of Leadership</b> (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)	Completes all statements and creates a one-sentence personal vision of leadership statement.  <b>(10 points)</b>	Completes five statements and creates a one-sentence personal vision of leadership statement.  <b>(8 points)</b>	Completes four or fewer statements and creates a one-sentence personal vision of leadership statement.  <b>(7 points)</b>	Does not create a one-sentence personal vision of leadership statement or assignment is not submitted.  <b>(0 points)</b>
<b>Mechanics</b>	Few errors in grammar, spelling, or punctuation.			Multiple errors in grammar, spelling or punctuation.

	(5 points)			Responses lack clarity and depth.  (0 points)
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**Part 1: Analyzing Campus Need** (ELCC 1.2 k-i, ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)

Knowledge of the Texas Education Agency's database provides an emerging leader a foundation for decision-making. In Part 1 of the Analysis Assignment, you will examine campus data available on the TEA's Web site and compare your campus data to the criteria for meeting Adequate Yearly Progress (AYP) standards.

**Directions**

1. Type the TEA Web address <http://www.tea.state.tx.us/ayp/2009/guide.pdf> in your Internet browser's address bar to access the *2009 AYP Adequate Yearly Progress (AYP) Guide*.
2. Print out Page 22 of the *2009 AYP Manual*, "Exhibit 1: 2009 AYP Indicators," and summarize the indicators used to determine a campus AYP rating.
3. Complete the following **Summary of AYP Indicators** table.

**Summary of AYP Indicators****Reading/English Language Arts:**

Applies To: 2008–09 tests (TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt, TELPAS Reading, and LAT in Grades 3–8 & 10)

All students and each student group that meets minimum size requirements: African American, Hispanic, White, Economically Disadvantaged, Special Education and Limited English Proficient

Performance Standard: Meet either Performance Standard defined as 67% proficient/projected to be proficient on TPM (for students enrolled all year), *or* Performance Improvement/Safe Harbor Standard defined as 10% decrease in % not proficient + meet standard *or* show improvement on other measure, Graduation Rate or Attendance Rate

Participation Standard: Meet either Participation Standard defined as 95% participation (for students enrolled on testing date) *or* Average Participation Rate defined as 95% *average* participation based on combined 07/08 + 08/09 assessment data. *Note that no more than 3% of students in the district's participation denominator can be counted as proficient based on meeting standard on TAKS–M (2%) and TAKS–Alt (1%)*

For all students and each student group that meets minimum size requirements, districts and campuses must meet the Performance Standard or Performance Improvement/Safe Harbor Standard, *and* the Participation Standard.

**Mathematics:**

Applies To: 2008–09 tests (TAKS, TAKS (Accommodated), TAKS–M, TAKS–Alt, and LAT in Grades 3–8 & 10)

All students and each student group that meets minimum size : African American, Hispanic, White, Economically Disadvantaged, Special Education and Limited English Proficient

Performance Standard: Meet either Performance Standard defined as 58% proficient/projected to be proficient on TPM (for students enrolled all year), *or* Performance Improvement/Safe Harbor Standard defined as 10% decrease in % not proficient + meet standard *or* show improvement on other measure, Graduation Rate or Attendance Rate

Participation Standard: Meet either Participation Standard defined as 95% participation (for students enrolled on testing date) *or* 95% Average Participation Rate defined as 95%

*average participation based on combined 07/08 + 08/09 assessment data. Note that no more than 3% of students in the district's participation denominator can be counted as proficient based on meeting standard on TAKS–M (2%) and TAKS–Alt (1%)*

For all students and each student group that meets minimum size requirements, districts and campuses must meet the Performance Standard or Performance Improvement/Safe Harbor Standard, *and* the Participation Standard.

**Attendance Rate:**

Applies To: All Students, Class of 2008

Standard: 90.0% or any improvement

For: Elementary schools, middle/junior high schools, combined elementary/secondary schools w/o Grade 12, districts w/o Grade 12

**Graduation Rate:**

Applies To: All Students, 2007-08

Standard: 70.0% or any improvement

For: High schools, combined elementary/secondary schools w/Grade 12, districts w/Grade 12

**Directions**

- Type the TEA Web address [http://www.tea.state.tx.us/ayp/index\\_multi.html](http://www.tea.state.tx.us/ayp/index_multi.html) in your Internet browser's address bar to access your campus AYP report.
- On the left, click Campus Data Tables.
- On the Adequate Yearly Progress (AYP) Campus Data Tables screen, answer questions 1 and 2 to locate your campus report. Then click continue.
- Use the AYP data to complete the Campus AYP Data Table below. Record the data as follows: % meeting standard/participation rate.

*Note: The attendance rate and graduation rate will only have the first number: % meeting standard.*

- Compare the campus performance to the AYP indicators.

**Campus AYP Data Table**

<b>Campus Name: La Vernia High School (247903001)</b>								
<b>Campus AYP Status: Recognized, Meets AYP</b>								
<b>Title I Improvement Requirement: No</b>								
<b>Percent Meeting Standard/ Participation Rate</b>								
<b>Performance Area (most current yr.)</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ. Disadv.</b>	<b>Sp. Education</b>	<b>LEP (Measure)</b>	<b>LEP Students</b>
<b>Reading/ ELA</b>	91%/>99%	*/*	79%/97%	94%/>99%	78%/>99%	64%/>99%	*/blank	n/a/*
<b>Mathematics</b>	61%/>99%	*/*	53%/97%	63%/>99%	39%/>99%	21%/>99%	*/blank	n/a/*
<b>Attendance Rate</b>	Measure not applicable							
<b>Graduation Rate</b>	90.6%	*	82.9%	92.3%	79.3%	93.1%	blank	*

### Comparison of Campus AYP Data to AYP Standards

In the table below, compose a one paragraph comparison for each performance area that is applicable at your campus. Evaluate each subgroup's performance and areas of strength and weakness as identified by the indicators.

Reading/English Language Arts: La Vernia High School far exceeds the 67% standard required by AYP, with an excellent rate of 91% of all students meeting standard in reading/English language arts. LVHS also tested a very high percentage of all students, exceeding 97% in all student groups. However, when looking at the student groups, only 79% of Hispanic students met standard, 78% of economically disadvantaged met standard, and only 64% of Special Education students met standard, contrasted to the 94% of White students who met standard. Particular attention needs to be focused on these lower-performing student groups in order to ensure no child is left behind; it is unacceptable for there to be significant disparity in performance based on race/ethnicity, handicapping condition or economic status.

If I were principal, I would increase cross-curricular reading in the content areas and ensure reading/language arts was emphasized by all teachers in all subject areas. I would also use data analysis to find what areas of difficulty were most common to these student groups, and provide tutoring, mentoring and extra resources including targeted differentiation strategies to ensure these students had the best chance of future success.

Mathematics: La Vernia High School does a great job of testing a high percentage of all students in Mathematics, exceeding 97% in all student groups. However, significant improvement is needed to bring math performance up to the level of the school's reading performance, despite the fact that AYP standards mandate that only 58% of students are required to meet standards. Overall, 61% of all LVHS students met standard, but the divergence between various groups shows concentrated efforts are needed to meet the intent of NCLB legislation. Although 63% of White students met standard, only 53% of Hispanics and 39% of economically disadvantaged students met standards; Special Education students were even lower at 21%. Based on this data, Mathematics is clearly the primary area of concern at LVHS.

Despite the small relative size of the student sub-groups, it is not acceptable to allow students to fall so far below expectation. As a principal, I would increase rigor in all math classes, and place particular emphasis on data analysis to pinpoint where and why the students were failing to learn key concepts and applications. I would also increase ongoing embedded differentiated assessment, focusing on catching individual student performance shortfalls early and intervening to make sure students don't fall so far behind that it is impossible to catch up.

Attendance Rate: *Measure not applicable*

Graduation Rate: La Vernia High School far exceeds the 70% graduation rate standard requirement. Over 90% of all students graduate; however, the rate of graduation for Hispanics at 82.9% and economically disadvantaged students at 79.3% needs improvement to match the rates for White and Special Education students, each maintaining a rate exceeding 90%. LVHS must focus on providing increased academic rigor and support systems including counseling, tutoring and mentoring to improve the graduation rates for Hispanics and the economically disadvantaged, even though these groups are a small percentage of the overall

population. The highest graduation rate is the Special Education group at 93.1%, so the school obviously has a great program providing these students the attention and support they need to excel.



**Part 2: Analyzing Personal Vision** (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)

All visioning entails development of core beliefs, whether you are developing a personal leadership vision or a campus vision. In Part 2 of the Analysis Assignment, you will investigate resources for creating a vision and then compose a personal vision of leadership by completing a series of statement stems.

**Directions**

1. In preparation for composing your own “personal” leadership vision, access and review the following Web sites:

- <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>
- <http://www.leading-learning.co.nz/creating-vision.html>
- <http://resources.sai-iowa.org/si/desiredfuture/vision.html>

To access the Web sites, type the address into your Internet browser’s address bar, or access them in Resources: Helpful Web sites.

2. Using the information from the Web sites, answer the following questions:

What is vision? What are the components of a shared vision?

A vision is a shared view of what the school should be, and reflects the school’s values, beliefs and aspirations. A vision is generally broader in nature and less specific than a mission statement, which should flow from the vision statement.

A good definition of the components of a shared vision is found at the NCREL website at <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le1comps.htm>; under *Components of a Vision*, NCREL states that “School visions have several components, including the following: A vision features a compelling picture or image of what the school can become in the future; a vision is feasible and attainable; a vision is connected to and articulates deeper values and hopes for the future; a vision needs to be translated into actions and plans that can be and are implemented; and a vision will die if it is not regularly communicated. Putting a mission [or vision] statement into a drawer will achieve nothing and might be counterproductive.”

Of these features, it is most critical to regularly communicate the vision, and to translate the vision into actions and plans that can be and are implemented on an ongoing basis. As schools progress throughout a typical academic year, we often need to regroup and refocus, and re-communicating the vision guides that effort. Similarly, as new action plans are created, they must be rooted in the vision, but must also be evaluated for both their feasibility and practicality in light of then-current conditions.

What are the steps in developing, articulating, and implementing a shared vision? How does your campus articulate its vision?

In order to develop a shared vision, it is important to first identify and then include in the visioning process all stakeholders including not just school or district personnel but also school board members, parents, community members, community groups and other agencies possibly including local higher education institutions. According to the *Leading Learning* website at <http://www.leading-learning.co.nz/school-vision/gathering-data.html>, key questions must be asked, including “What values should the home and school be encouraging students to

develop? What kind of student behaviors should home and school be encouraging? What kind of behaviors will the school's staff have to demonstrate? What kind of parent behaviors should the school try to encourage? What future skills will students have to have in place to thrive in changing times?"

The *Leading Learning* website continues that "After considering all [of] the above [questions] write out some phrases of how you would like to see an ideal school; from such ideas a shared vision may emerge. What are some of your current concerns about the school at the present? You could suggest means to remedy the situation."

Once the vision has been defined and agreed upon, the articulation of the vision to all stakeholders is critical; this is done during a vision presentation meeting. Once the vision has been presented, it is critical to begin implementing the goals and processes necessary to realize the vision; from time to time, the vision must be presented again, and any necessary refinements made to the vision to insure it remains realistic and attainable.

The La Vernia High School articulates its vision through postings of the campus vision statement in common areas such as the school office, by discussing and revisiting the vision during faculty and other meetings, and by the vision examples provided by the principal during the course of her daily work and the staff as their actions and decisions support and reinforce attainment of the campus vision.

How can you use what you learned at these Web sites to help you articulate your personal vision of leadership?

The web sites included in this lesson provide essential information for creating a vision, provide a detailed description of the components of a vision, as well as methodologies and best practices for nurturing and applying that vision in daily life. One of the most critical insights into visioning provided by these sites is that you do not just create a vision and move on; you must work every day towards fulfilling that vision, and make decisions and choices that are in line with your vision and that help you attain the envisioned goals or qualities. In fact, Iowa's School Improvement website, <http://resources.sai-iowa.org/si/desiredfuture/vision.html> tells us in their article *Articulating Your Personal Vision of Leadership* how important it is for a school administrator to regularly work towards achieving their vision; "Every week schedule time doing the things that are important to becoming your vision of leadership."

With regard to the campus improvement process, why do you think it is important for the principal to have a personal vision of leadership?

A personal vision of leadership is important for a principal as it defines their values, hopes, and dreams and forms the framework for leadership while instilling and maintaining the envisioned values and principles. Without a personal vision of leadership, there is no foundation from which to approach tasks, no sense of direction to suggest or guide projects, leading to fragmentation in the application of effort as the ultimate direction is undefined.

Without a personal vision to ground one's approach and philosophy, it is difficult to form an effective campus vision, or an effective mission statement. Lack of a well-thought-out vision often leads principals to bring forth change initiatives that result in unfocused "change for the sake of change"; it is like starting a journey without a compass, heading off in a random direction without a clear sense of where you are going or why you are even making the journey in the first place.

**Part 3: Personal Vision of Leadership (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)**

In the table below, complete the core belief statements to gather your ideas about schools and leadership. Use the ideas to create a one-sentence personal leadership vision statement in the last section of the table.

Schools should teach both process and product, ethics, respect for self and others, the importance of individual effort, the benefits of collaboration, methods for asking questions and the joy that comes from finding answers.
A good school is one that changes the lives of all students for the better, not just making them smarter or more knowledgeable but making them holistically better people for having attended that school; it is a synergistic environment where students are prepared not just for the next grade level or their next job, but for life; it is the kind of school that makes those who work in it or attend it proud, and makes others wish it was their school.
An effective classroom is one in which the unique learning needs of each student are addressed, respectfully and equitably, in an inviting and unthreatening but disciplined and structured atmosphere encouraging learning, exploration and sharing.
A good principal is one who serves both as a model for their staff and as a respected figure of authority; one who knows how to lead but who acknowledges the value of followers; one who truly cares about their staff and students, even those that are sometimes difficult to care for; one who remembers what it was like to be first a student, then a teacher; and one who focuses on future improvement and growth rather than dwelling on past glories or mistakes.
An effective school faculty is one that respects and values <i>all</i> faculty members, regardless of the subject they teach or their assignment, that follows and supports their principal, working to realize the principal's vision as well as the campus vision and mission, one that respects <i>all</i> students, and particularly one that will pull together to do whatever it takes to make sure every student realizes his or her potential.
A quality instructional program includes a focus on the curriculum that must be taught, on the diverse learning styles of the students, but most of all on the desired learner outcomes while addressing the needs and challenges of the learners and their community.
Personal Vision of Leadership (one sentence): I strive to be an ethical leader who respects myself and others, who knows how to lead but who realizes the value of followers, who can fill the roles of both teammate and authority figure, who can teach but remembers the importance of learning, and who continues to work on realizing my own potential while helping those around me maximize their potential.

**E-portfolio assignment:****Complete “I-001 Vision and Campus Culture” Course-Embedded Internship Log 2.**

Continue to complete and post Campus-supervised reflection logs in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.